

Alternative Education On-site Monitoring Visit Rubric

Reviewer: Sue Foxx

Date: 10/16/07

**Alternative Education Program: Center for Education Success
School Corporation: Peru Community Schools**

**Contact Person: Shari Spiker/Dr. Melin
Phone: 765-472-5150**

Alternative Education Programs will be required to share documentation for each component during the site visit. If documentation is not available on-site, the alternative education contact person will be required to submit documentation to the IDOE within seven (7) days of site visit completion. Programs will be given an Unsatisfactory or Satisfactory for each component. Programs receiving an Unsatisfactory for any component will be required to address those issues in order to remain an approved program.

COMPONENT	DOCUMENTATION SUGGESTED	DOCUMENTATION PROVIDED	S	U	COMMENTS
Corporation and Community Support	-Board minutes -Letters of support -Joint agreements -Newspaper articles -Advisory Group list	Board minutes Advisory group Verbal affirmation of joint agreements Newspaper articles	X		Superintendents meet monthly to discuss alternative program. Dr. Melin will insure joint agreements are in place as required by IC 20-26-10. Advisory group meets 1x week to discuss student issues. A meeting of business leaders regarding the program is set for November and hopes to expand their involvement with the program. New mission/vision is being developed for the program.
Alternative Education Components	-Curriculum -Instructional Methods -Scheduling -Engagement strategies -ISP -Grant application	ALS courseware Course packets 80% mastery required for assignments/assessments. Modified schedule Individual Service Plan Grant	X		Curriculum developed by previous director using adopted texts. Review by HS Dept Chairs at each corporation needs to be completed to insure rigor and alignment to standards. HS work is self-paced and facilitated by the teacher. ISP needs to include an expanded plan and services. Program plans to initiate a service learning component during the year. Students do daily self-assessments/journaling. Plan to implement Thinking for a Change, a social-emotional curriculum.
Small positive learning environment for students/staff	-Staff & Student roster -Prof. development plan -School Improvement Plan -Advisor/Advisee programming Staff meeting agenda	Rosters provided Professional Development follows corporation plan	X		Teacher student ratio appropriate. Teacher acts as a facilitator. Professional Development Plan same as corporation. Exploring ability link to Workforce One and Ivy Tech for dual credit.

On-site Observation Components

During the site visit, IDOE personnel will visit sessions to observe lessons being provided. IDOE reviewers will be looking to see that actual programming matches descriptions that were provided in the grant application; that students are spending an appropriate amount of time on task; that instruction is clear and understandable; and that instructors seem knowledgeable about lesson content and alternative strategies. Each program will receive a mark of “Satisfactory” (S) or “Unsatisfactory” (U) for each component. Programs receiving a “U” in any component will be required to address deficiencies.

COMPONENT	DATE	S	U	COMMENTS
Programming matches description in grant application.	10/16/07	X		Programming matches the description in the Renewal Grant and serves MS/HS. Currently, ½ day academic component or MS/HS and ½ day work component for some HS. Working to expand MS to full-day. Combination of packet and computer-based programming.
Students appear engaged.	10/16/07	X		Observed students working independently on a variety of courses. Students were engaged and responded positively to questions about the program. Each stated that they liked working at their own pace and indicated a desire to stay until completion. Two students indicated a need to work and others had childcare responsibilities. Each student was working on 3 courses and must get 3 credits per semester to stay in the program. When a course is completed, move immediately into another.
Location supports a positive learning environment.	10/16/07	X		Program operates out of two classrooms in a remodeled elementary school that houses Ivy Tech. Fruit available in basket for students. Some students had drinks and food at their desk. Posted motivational statements encourage persistence. Students work at oversized individual tables or at computer stations.
Teachers appear knowledgeable and caring.	10/16/07	X		Teacher quietly responded to student requests for assistance. She graded their work quickly to insure 80% mastery and returned it with additional instruction as needed. A portfolio of work was kept for each student. The teacher also monitored the pace of completion by reviewing the syllabus. Staff appeared flexible and able to adapt programming to meet student needs. Interchanges with students was positive and encouraging.

Compliance Components

The following information is rated “Compliance” (C) or “Non-Compliance” (N-C). Selected documentation must be provided as part of the site visit monitoring. The alternative education contact person listed for each program will be contacted about documents, policies, or descriptions that will be required for the compliance components. Documentation can be submitted prior to or at the visit. Failure to provide documentation will result in removal from the approved program list.

COMPONENT	SUGGESTED DOCUMENTATION	C	NC	COMMENTS
Policies & Procedures	-Student Handbook -Entrance/Exit Criteria	X		Handbook available but is being updated. Students are referred by the sending schools. The student and their parent are interviewed by the MCCES director. The selection committee then makes the final decision. Entrance/Exit criteria needs to be formalized.
Staff Qualifications and Employment by Corporation	-Licenses (Teacher, Administrator, Social Worker, Counselor) -Documentation from HR dept. -HQ document	X		Licensed teachers are employed by the corporation. They act as a facilitator for the packet/computer-based courseware. Plan to build in counseling with 4-County Counseling.
Health and safety laws and regulations	-Safety plans and/or records -Physical location description and/or Department of Health documentation -Evacuation plans -Student release policies -Transportation policies (as applicable)	X		Previous elementary school. Safety plans and drills are in cooperation with Ivy Tech that operates the building. No transportation. Assistance available through the YMCA, if needed.
Financial viability	-Other Grants applied for/received -Description of how last alt ed distribution funds were spent -Description of corporation 1/3 match.	X		No outside grants at this time. Budget exceeds required match and allocated primarily to staff, technology, and materials.
2 Hour Session/	-School schedule	X		HS students attend a ½ academic day with ½ in work/ vocational area.

School Day				MS is full day program.
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